



## N THE TAY RIVER

uring the annual Polar Bear Plunge in Perth. More  
g nine-year-old Sarah Bell. All proceeds raised were

Ryan Holland photo

## n to hospital rashes into nt patio

cross the parking called 911.

the Johnsons ap-  
ar to help, and  
man, who was still  
little white dog  
car with her, and  
ncerned about its  
aid.

she had seen the  
the car, but it ran  
touched. She then

Bowyer said it was lucky no one  
was in the parking lot at the time  
of the crash. If it had occurred  
just minutes before, the result  
could have been a lot worse.

"Ten minutes before, we were  
full," she said. "We had just  
emptied out."

The woman was in stable con-  
dition as of 4 p.m. on Jan. 3, ac-  
cording to the OPP.

# The new meaning of sharing

Glen Tay school uses  
technology to share  
book written by students

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Some of Perth's youngest auth-  
ors got a chance to share their  
work from the comfort of their  
own classroom last month.

The Grade 3 class from Glen  
Tay Public School authored their  
own book, complete with sound  
effects, and shared it with other  
schools using the class' SMART  
Board videoconferencing tool,  
said teacher Heather Snider.

"It was a lot of work," she  
said. "But once students started  
adding those details (like sound  
effects), that's when the interest  
climbed."

The students put their own  
twist on a book called *Bertie  
Bear's Christmas*. Re-titled *Bertie  
Bear Wakes Up*, the students  
wrote their own ending to the  
story, and then added sound  
effects. The effects can be heard  
when students press buttons on  
the interactive SMART Board.

The project is part of the Upper  
Canada District School Board's  
SMART Inclusion program,  
which combines software for  
special-needs students with  
SMART Board technology.

"It's using technology to create  
an inclusive environment," said  
principal Eric Hardie.

Once the book was finished,  
students shared it with Oxford on  
Rideau School in Oxford Mills and  
R. Tait McKenzie Public School in  
Almonte via videoconference.

Using a microphone, students  
read their story aloud to the other  
schools and pushed buttons on  
the screen to provide the sound  
effects, while the other schools  
were able to watch and listen in  
their own classrooms.

"It's kind of a re-interpretation  
of what the technology was origi-  
nally intended for," Hardie said.

The students loved writing the  
story and recording their own  
sound effects, and every student  
was given a job to do, Snider  
said.

Students who were better at  
doing audio recording became  
"sound experts," while other  
students helped rewrite the story,  
she said. "It allowed each person  
to show their strengths," said  
Snider. "They were thrilled."